

# Supporting your child with reading



Learning Together, Learning for Life



## A guide for parents and carers

## At Reed First School we give reading a high priority.

We ensure that all children who are at the early stages of reading are taught to do so through a systematic synthetic phonics: *Little Wandle*. All class based staff are fully trained in the delivery of the programme.

We aim for all children to be reading at an age-appropriate level through every key stage.



As a school, we invest in high quality texts which support an equal priority between texts to support children learning to read and those which encourage reading for pleasure. We aim for every child to have a life long love of reading.

Children experience the following in school to support our aims and reflect the importance we give to reading.



- Daily phonics sessions up to the end of Year One. This knowledge then underpins the subsequent teaching of reading across the rest of the school.

- Teachers prioritise daily story time, they read aloud high quality stories and talk about them to build the children's familiarity and understanding.



- Access to 'Star Stories': Books which are selected for children to read and enjoy repeatedly to become texts they read fluently and know forever.



- Loved and looked after reading areas to share a book, or enjoy on their own in every classroom.

- A wealth of reading material (not only books)



- Use of a modern, welcoming library to select books to support learning across the curriculum as well as personal interests.

A wealth of high quality picture books, chapter books and poetry by authors from around the world.

- Guided reading lessons from Reception to Year 4 where children are taught the skills of decoding, prosody and comprehension.
- Reading events, like *Bedtime story*, dress up days and visits to the public library.



- Use of texts to enjoy in assemblies to support understanding of our core values and our PSHE Jigsaw curriculum.
- Pupil librarians to celebrate and promote books.

- Visits from actors, dancers, authors and book fairs to bring books alive and encourage the next read.



# How can you continue and support this at home in Early Years?

100% ATTENDANCE

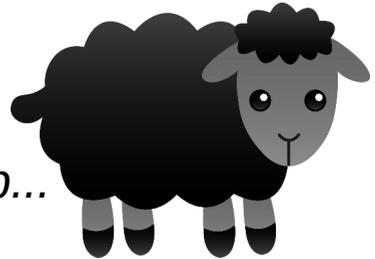
Support the teaching sequence of phonics by making sure your child is at school every day!

Follow the sounds sent home to rehearse.



Listen to sounds around you and have sound hunts.

Be playful with sounds, change well known rhymes to match a new sound. *Faa, faa, flack, feep...*



Find time to sit together and listen to your child read their scheme book to you!

Find time to read to your child. Snuggle up with a book and look for words while you are out and about.

Visit the local library.



# How can you continue and support this at home in Key Stage One?

100% ATTENDANCE

Support the teaching sequence of phonics and reading by making sure your child is at school every day!

Find time to sit together and listen to your child read their scheme book to you.

Look for sounds which match the phonics focus for the week.

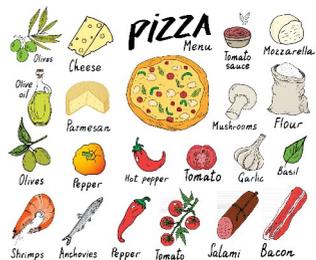


Find time to read to your child. Snuggle up with a book.

Ask them what their favourite book is?  
Who is their favourite author?



Explore events at the local library.



Encourage and praise reading, choosing a pizza from a menu is still reading and reading for life!

# How can you continue and support this at home in Key Stage Two?

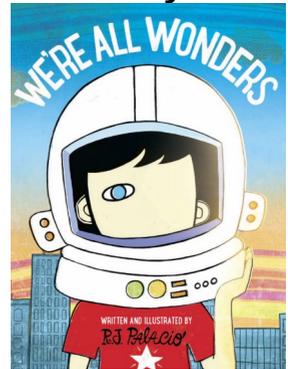
100% ATTENDANCE

Support the teaching reading by making sure your child is at school every day!

Find time to sit together and listen to your child read their scheme book to you.



Find time to read to your child. Show them how much reading is done in day to day life.



Ask them what their preferred genre is. Who is their favourite author? Who is their favourite illustrator?



Explore events at the local library.

Remember picture books are for older children too. The blue sticker books in our library are great examples of this.

# When reading the scheme book...

- Make sure you are sitting next to each other so you can see the words too.
- You know your child – decide together how many pages to read today. (Two pages are better than no pages) Here is a link to early [reading at home](#).
- Get into a routine to make sure the target of reading 5 times a week is met.
- Use the suggested activities on the inside book covers.
- Make use of the book band 'Now I am reading...' stickers received from Year 2.
- Up to the end of Year 1, the book should be rehearsed by your child already in school. You should be able to really focus on prosody and comprehension.
- From Year 2, although the level of book is set by the teacher, the children choose which book they would like to read from that band, so they should want to read it!
- If your child can't read a word, read it to them, don't ruin the flow by sitting for ages waiting for them.
- Remember to check your child uses the punctuation on the page.
- Make use of the communication book to note particular words or sounds which caused an issue.
- Make sure over the week, decoding, prosody and comprehension are focused on.
- Talk about the illustrations too and what you have learnt / enjoyed together.

# When reading for pleasure...

- Remember, they have chosen this book – ask them why.
- You shouldn't expect your child to be able to read this book alone in Early Years and Key Stage One. Read it to them or take turns depending on the book.
- Make sure you are sitting next to each other so you can see the words too if reading together.
- If your child chooses a book which you feel is too young for them, particularly in Key Stage 2, chat to them about their choice in terms of memories they have of this book which is probably why they've chosen it. I challenge anyone who tires of reading *The Gruffalo!*
- Talk about what you think will happen.
- Chat about the characters.
- Use different voices for the characters.
- Explore the facts in non-fiction texts.
- Above all else have fun!



Remember, the reading for pleasure books may be from our assembly collection too. Hopefully, they will offer great opportunities to explore our core values and themes from our Jigsaw lessons too.

## Using the Home / School communication book

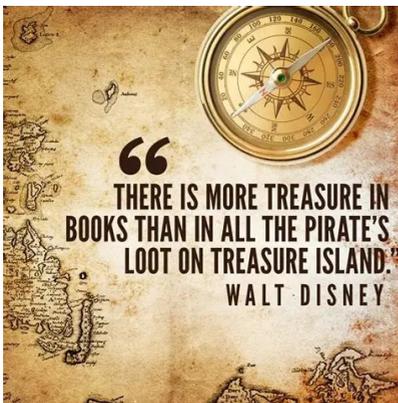
Remember to let us know about all of the reading going on at home. Every read counts towards the five times a week target.

Remember though, that the scheme book needs to take priority, as that is matched to the stage of reading your child is at.

Check...

Have you:

- Noted what has been read?
- Noted how your child responded to the text?
- Made at least one useful comment about, decoding, prosody or comprehension?
- Discussed with your child what to write?
- Asked your child if they would like to write something to their teacher themselves?



Remember, treasure the reading you do together!

# Terms and phrases we use in school which you might find useful:

**Chunk it up** To break up a longer word and read it one part (chunk) at a time, to avoid being overwhelmed and to ease the process of blending.

**Digraph** A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'.

**Fluency** The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode. It is at this point that we see them able to focus on comprehension and make sense of what is being read.

**Grapheme** A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down'.

**Phoneme** The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme.

**Prosody** The rhythmic and intonational aspect of speech that manifests as expressive reading.

**Tricky words** High-frequency words that, although decodable in themselves, cannot be decoded by children using the phonics they have been taught up to that point.